

KENTUCKY HISTORY EDUCATION CONFERENCE

with the



COMMUNICATION IN HISTORY VIRTUAL CONFERENCE

July 16, 2020 ♦ 8 a.m. – 4 p.m.

Zoom in for the first **VIRTUAL** Kentucky History Education Conference!

Registration is **FREE!** [Register here.](#)

See the line-up of speakers and topics below. Sessions subject to change.

Leading (with) Questions: Using Student-Driven Inquiry to Teach Social Studies

Kim Sergent, *Kentucky Valley Educational Cooperative*, and Shana Preece

Grades K-12

Leading with questions may not be allowed in the courtroom, but in the social studies classroom, it's the **ONLY** way to lead. With the KASSS centering on the inquiry practices, students must engage in compelling and supporting questions before they can communicate conclusions. In this session, attendees will participate in the Question Formulation Technique protocol for rigor and relevance through student-initiated questioning, applying the technique to create student-driven/designed inquiries into the KAS for the Social Studies. Guiding students to create their own compelling and supporting questions elevates student engagement and learning, and that's how the QFT brings students to the inquiry. We will demonstrate remote learning applications for this technique in this session, helping teachers plan to address students' learning needs inside and outside the classroom.

Resources Supporting the KAS for Social Studies

Lauren Gallicchio, *Kentucky Department of Education*

Grades K-12

This session will explore resources available from the Kentucky Department of Education (KDE) that support educators in understanding and implementing the KAS for Social Studies.



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Peacebuilding with the Peace Teacher

Jill Armstrong, *Greenup County High School*

Grades 6-12

Participants will learn about the resources available from the US Institute of Peace from a Peace Teacher. Find out how to incorporate peacebuilding skills in your classroom for understanding each other, current and historical events. Participants will leave equipped with strategies and insight. A drawing will be held to give away a Middle School and High School Peacebuilding Toolkit Curriculum Book!

Conquistadors' Copper, Crossing Correspondence, Campaign Commercials and Culinary Confections: Compelling Communication Connections in History!

Donnie Wilkerson, *Jamestown Elementary School*

Grades 4-8

In this session outspoken student advocate and education policy activist, Donnie Wilkerson will inspire and entertain you with 'captivating cases' of communication in history using unique primary sources from his 'curated collection of classroom curiosities'. Learn how Christopher Columbus communicated his gruesome message to Taino Natives, how important letters traversing the Pennsylvania wilderness led to war, how an unpaid for TV ad helped yield the biggest popular vote landslide in presidential election history and how Chips Ahoy and Fruit Loops help students understand 200 years of American history. Explore how the power of connection and engaging stories can help experienced educators embrace the new "inquiry" model while still maintaining strong research proven direct instruction pedagogies. Also explore the brain science of how we learn with a particular look at an old "new" effectual strategy called retrieval practice. Take away great evidence based tips and strategies but while questions are welcomed and encouraged don't expect small group breakouts, jigsaws, elbow partners, think-pair-shares or gallery walks . . . just straight talk and a bit of fun!

You've Got V-Mail: An Inquiry Based Lesson on Communication in WWII

Sarah G. Watkins, *Corbin High School*

Grades 9-12

What is V-Mail? And what does it have to do with WWII?? In this session, you will be given the materials to teach a lesson on Victory Mail and how this communication impacted WWII using inquiry-based skills. Students will learn how V-mail broke barriers soldiers and families faced in communicating with each other during the war and will use primary sources to answer the question, "How did V-Mail help the war effort in WWII?" We will first work through the lesson from a student perspective; examining the primary sources on our own, using a Q-Chart to generate questions in a collaborative group, and discussing the writing prompt where your students will write their own V-mail sample. Finally, you will be given all the resources on a Google Site so that all the work is done! You'll have a lesson on WWII ready to go that meets the new Social Studies standards, has interdisciplinary connections to economics, writing & science... and is fun!

When Literacy and Discussion Meet: A Great Partnership in Inquiry

Rebecca Ingram, *Jefferson County Public Schools*

Grades 3-12

Discover how multiple literacies are leveraged with critical questions and scaffolded discussions and asks. Experience how purposeful talk becomes more in inquiry when scaffolded for integrating sources through these literary lessons.



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Globalization in the Ancient Mediterranean: Integrating Geography & Economics with Ancient History

Cynthia Resor, *Eastern Kentucky University*

Grades 6-12

Globalization isn't a new thing. Ancient cultures were interconnected through trade. We'll examine how ancient trade networks impacted communication, culture, politics, and daily life by exploring essential questions such as: Were the Punic Wars really trade wars between Rome and Carthage? How did geography of the Mediterranean impact chain of supply and trade patterns between ancient Greek, Roman, Phoenician, and Egyptian cities? Why did men trade and farm and women cook, spin and weave (specialization of labor)? This session aligns to Kentucky Academic Standards by making past to present connections relevant to both 6th grade and high school economics standards.

Communicating Conclusions: Creating Virtual Tours in the Classroom

Kim Sergent, *Kentucky Valley Educational Cooperative*; Tara Boggs; Kenneth O'Quinn, *Jenkins Middle School*; Debbie Napier, *Rosspoint Elementary School*; and Sabrina Bennett, *Jenkins Elementary School*
Grades 5-12

History can be found just outside your (school's) front door! Designing a place-based learning unit for your students brings your community into your classroom, creating opportunities for your "historians" to engage in researching, evaluating sources, conducting oral histories, and creating multiple media projects to present their findings. It's never been so easy to incorporate the inquiry practices and skills from the KAS for Social Studies in your classes. Discovering your community's narrative through Place-based Learning connects the students to the historical narrative around them through student-driven inquiry. We will guide you through the process of implementing a place-based unit from questioning to communicating conclusions!

Exploring Kentucky History: Historical Resources from the University of Kentucky

Sarah Dorpinghaus and Matthew Strandmark, *University of Kentucky Special Collections Research Center*
Grades K-12

Are you an educator struggling to find primary sources about Kentucky's history to use in your classroom? Are you in need of a large collection that is freely available online? Are you looking for ideas about incorporating historical documents, photographs, and artifacts into your lesson plans? Come learn about the thousands of free resources available to you and your students from the University of Kentucky Special Collections Research Center. Members of the SCRC will show you how to access, download, and utilize thousands of primary sources about Kentucky's history and will provide engaging examples of lesson plans and activities to bring local history alive for your students.

Integrating History with Economics in the Classroom (and Online!)

David Perkis, *Federal Reserve Bank of St. Louis – Louisville Branch*

Grades 6-12

Many social studies teachers approach economics with a bit of trepidation. At the Federal Reserve Bank of St. Louis, we have over 400 free classroom (and online!) lessons and activities that have been mapped to Kentucky's new state standards for social studies. Each lesson provides instruction to teachers in both content and pedagogy. In addition to providing teachers with links to resources, teachers will model a classroom lesson from the FRASER online database. FRASER is a source of primary historical and economics documents with links to lesson plans ready made for your classrooms. Together, we will review the economic content and model how the lesson can be integrated into the research and discovery process of the new Kentucky state standards.



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Social Studies, Technology, and Engagement: Are We Asking the Right Questions?

Andrew Johnson, *Elkhorn Middle School*, and Ben Kinderis, *Frankfort High School*

Grades 6-12

This session is about using technology and digital tools to change how we think about teaching history. We recently completed our first year teaching, along with our first extended school closure due to a pandemic, and took away many observations and reflections. We observed that successful pairing of technology integration and inquiry driven learning depends a lot on our view of teaching. A big take away was that technology integration and inquiry driven learning can skyrocket engagement when we stopped asking ourselves, “what do the students need to know” and asked, “what can the students learn.” In this session, we will discuss and demonstrate how technology can be used to drive student engagement into the past and the world around them by looking at what students can learn from multiple platforms, tools, and websites. Specifically, we will discuss how Ben’s experience with the platform Summit, and Andrew’s experience working as a Teacher Representative with The Chronicle of African Americans in the Horse Industry, helped shaped our outlook on teaching by focusing on what students can learn, versus what they should know.

Understanding Government and Federal Reserve Policy During the COVID-19 Crisis

David Perkis, *Federal Reserve Bank of St. Louis – Louisville Branch*

Grades K-12

Since the Coronavirus outbreak, news reports have been flooded with stories of interventions by the Federal Government, the US Treasury, state governments, and the Federal Reserve. Many of us have received stimulus checks in our personal bank accounts, while others have received small business loans to keep operations running. Yet, many citizens are not aware of where these funds come from and confound the roles of each of our agencies. The intent of this session is to demystify the roles and limitations of our agencies, both in normal times and during a crisis. We will review several policies that have been enacted during the Coronavirus outbreak, and trace each policy back to its funding agency and the authority it uses to enact such a policy. We will also review lessons you can use with your students for additional learning. While the classroom lessons will focus mostly on grades 6 – 12, the content will be beneficial to educators of all grades and ages who desire a better understanding of how our public agencies interact during a crisis.

iCivics: Come for the Games, Stay for Everything Else!

Cindy Stilwell, *Daviess County High School*

Grades 6-12

Formative assessment? Check. Understandable lesson plans? Check. Inquiry? Check. Easy to go digital? Check. Engaging? Check. Aligned to standards? Check. Writing? Check. Analysis? Check. Easy to use? Check. FREE? Check. You might know iCivics for the games it offers but there is more! There are lesson plans with student handouts. Help your students write an argumentative essay. Have your student analyze documents. Engage students with critical thinking skills on paper and through the games. Not only is iCivics great for students, but it is easy for teachers! All the games can be assigned through Google Classroom. It is very simple to create your own classroom and assign games, DBQs, webquests, writing assignment, and even paper activities. In this session, participants will be provided with information on setting up a classroom in iCivics, how to assign activities, where to find lesson plans, webquests, DBQs, and student handouts.



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Plus, enjoy a Virtual Vendor Hall where cultural, educational and social studies organizations will share resources and vendor mini-sessions featuring some of the following participants:

Abraham Lincoln Birthplace National Historical Park
Alexander Hamilton Historical Society of Kentucky
Ashland, The Henry Clay Estate
Aviation Museum of Kentucky
Behringer-Crawford Museum
Boone County Public Library
Frazier History Museum
Institute for Curriculum Services
Kentucky Native American Heritage Commission
KET
Sons of the American Revolution
Teaching with Themes
Waveland State Historic Site



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